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ABSTRACT

These eight learning modules were prepared for parents participating in Brevard Community College's Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning), which was designed for low socioeconomic parents who are in need of an opportunity to explore effective parenting. First, materials for the BEST-PAL volunteer sponsors are presented, explaining how to use the learning modules most effectively. Next, the eight modules, written on a 2nd-3rd grade reading level, cover the following topics: (1) communication; (2) love and affection; (3) parents as role models; (4) coping with school; (5) discipline; (6) family crisis: money and loss of job, or drugs and alcohol; (7) problem solving; and (8) sex education. Each module includes a list of words to know and their meanings, exercises and readings relevant to the topic, a list of things to remember, an outline on which the parent can develop a plan for a change, and assignments to be completed at home. (AYC)

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Project BEST-PAL

(Basic Education Skills Through-Parenting Affective Learning):
Level I Modules

Brevard Community College
Cocoa, Florida

JC 840 247

Project BEST-PAL was developed under a 310 Special Demonstration and Teacher Training Project awarded by the Bureau of Adult/Community Education, Department of Education, Tallahassee, Florida.

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PROJECT BEST-PAL

HOW TO MAKE EFFECTIVE USE OF BEST-PAL MODULES

(LEVEL I & LEVEL II)

VOLUNTEER SPONSORS

BEST-PAL

Instructional Modes for Level I & II Modules

Note that both levels of the BEST-PAL Modules address the same topics. However, the modules do not progress along the same lines or correlate specifically as to session. They are keyed to one another according to topic.

Level I is written on a 2nd to 3rd grade reading level; Level II is written at a 6th to 7th grade reading level. The modules are also keyed by color (pink = Level I; blue = Level II). This is information for the instructor and is not necessarily shared with the participants.

The Volunteer Sponsor should consider the following information when choosing which modules to use with a given class:

1. Class composition is predominantly Readers/writers above the 6th grade level. Then, use the BLUE MODULES -Level II. How can you tell? Look at the registrations. Note how well each person followed instructions and how well he/she filled out the form. If a person needs a lot of help in understanding and completing the form, you can be alert to some reading problems and some writing problems below the 5th grade level.

   Don't call attention to such a problem, but simply assist the person in completing the form, either privately or go over it with the entire class. PRIMARILY, BE OBSERVANT!

2. Have two sets of modules out for each person to preview at the first session. Let each person choose his/her own set of modules that he/she feels comfortable with. You do not have to explain about the reading levels. This may cause some people to be uncomfortable with their choice. Also, you as the instructor, may decide to use the module set that you feel most comfortable with and that you feel is best suited to that particular class. HOWEVER, DON'T SWITCH FROM ONE SET TO ANOTHER. Stick with the set you start out with throughout the time of this class.

3. If you have a large class of 12 or more, you might consider team teaching with another VOLUNTEER SPONSOR. Divide the class into the BLUES and the PINKS. One VOLUNTEER SPONSOR will then work with each group in different rooms or areas.

4. Assistance will be given you by the TRC in your area. They will be available for your first class session. They can also help you decide which set of modules (Level I or II) to use with your class.

5. Please make referrals to the TRC about anyone interested in furthering his/her education. Flyers about ADULT BASIC EDUCATION, High School completion, and Continuing Education will be provided for you to give out to your class. There are many VOCATIONAL/TECHNICAL programs for job preparation and review, as well as programs for personal improvement and leisure time activities.

There are several programs at BCC which offer financial aid

TO FULL TIME STUDENTS. PARENTS NEED TO KNOW ABOUT THESE PROGRAMS. ALSO, PARENTS CAN TAKE ADVANTAGE OF SUCH PROGRAMS AS WENDI (FOR WOMEN IN TRANSITION), DISPLACED HOMEMAKERS, JOB TRAINING PROGRAM ACT (JTPA), AND JASP (JUVENILE ALTERNATIVE SERVICES PROGRAM FOR FAMILY MEDIATION & ARBITRATION).

LEARNING TO BE A BETTER PARENT MEANS ALSO LEARNING HOW TO HELP YOUR CHILD MAKE CAREER CHOICES. IF PARENTS ARE UNDEREDUCATED, IT IS VERY LIKELY THAT THEIR CHILDREN WILL BE HIGH SCHOOL DROP-OUTS. MANY SUCH PARENTS KEEP YOUNG CHILDREN AT HOME AND DO NOT "VALUE" SCHOOL OR EDUCATION.

A PARENT WHO DOES NOT READ OR WRITE WELL MOST PROBABLY CAN NOT HELP HIS/HER CHILD AT HOME NOR DO THEY SEE THE VALUE OF HOMEWORK. REMEMBER, CHILDREN PATTERN THEMSELVES AFTER THEIR PARENTS. IF EDUCATION IS NOT VALUED, THE CHILDREN WILL MORE THAN LIKELY ASSUME THAT SAME VALUE! WHEN CHILDREN SEE THEIR PARENTS GOING BACK TO SCHOOL, THEY ARE IMPRESSED IN A POSITIVE WAY ABOUT THEIR PARENTS AND ABOUT EDUCATION.

6. RECRUITMENT FOR BEST-PAL CLASSES
   - A. DOOR-TO-DOOR IN YOUR OWN NEIGHBORHOOD
   - B. CHURCHES/TALK WITH MINISTERS ABOUT PROMOTING CLASSES AT THE CHURCH SITE
   - C. CORNER STORES
   - D. HEALTH & REHABILITATIVE SERVICES (HRS)
   - E. FAMILY COUNSELING CENTER
   - F. MENTAL HEALTH CENTER

G. Child Care Association
H. Head Start Centers
I. Social Service Agencies
J. Any Day Care centers in your community
K. Clubs
L. THINK OF OTHER WAYS!

Make this project your daily conversation with friends, acquaintances, and family.

Have flyers handy with your name, telephone number, class location printed on each flyer.

SETTING UP THE CLASS

You now have a site and at least 6 to 10 participants.
Things to have on hand:

1. Your LEADERS GUIDE
2. Level I & II modules (get at BCC)
3. Class registration forms
4. Extra pens and pencils
5. Several note pads for tear off sheets
6. Class roll forms
7. Class evaluation forms (used at the end of the class sessions)

Turn into the TRC:

1. Your registration forms

2. Class roll (at the end of the sessions)
3. Evaluation forms (at the end of the sessions)

Room arrangements and creating a comfortable setting

Place chairs in a circle. **Do** not stand, but instead join in the group and be a part of the circle.
If not using tables, have magazines handy for each person to balance his/her BEST-PAL modules.

Alert people where restrooms are located. Ask that nobody smoke during class and wait until break to do so. Check to see if anyone needs transportation and encourage carpooling. Ask if everyone is comfortable and see if there are any special needs.

You might bring refreshments to the first meeting and then ask someone to be responsible for bringing refreshments to the other meetings. People enjoy sharing food and recipes. Something very important to good parenting is making sure that children are properly fed each day before going to school. You might want to take just a few minutes to talk about good nutrition.

When the class ends

You may find that at the end of the 6 to 8 weeks of BEST-PAL classes, your group is reluctant to break up and wants to continue to meet. This can become what is known as a SUPPORT GROUP. There may be an obvious leader in your group other than yourself. Let this person take over and organize future meetings of the group.

YOU CAN BECOME A "CONSULTANT" IF YOU DO NOT HAVE TIME TO MEET WITH THE GROUP. IF YOU CONTINUE TO LEAD THE GROUP AND ARRANGE MEETINGS, THAT IS CERTAINLY YOUR CHOICE. HOWEVER, DON'T BECOME "POSSESSIVE" OF YOUR LEADERSHIP ROLE. LET OTHER LEADERS EMERGE AND BECOME A PARTNER IN YOUR SUPPORT GROUP.

IF YOU HAVE ANY PROBLEMS OR QUESTIONS, CALL YOUR TRC OR BARBARA JENKINS. THEY CAN HELP YOU WITH HELPING YOUR CLASS FUNCTION SMOOTHLY.

COMMUNICATION

Session 1

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSION 5, LEVEL II

WORDS TO KNOW . . .

DISCUSSION

COMMUNICATION

EMOTION

RAID

DIAGONALLY

POSITIVE

NEGATIVE

WORD MEANINGS . . .

DISCUSSION - - - - - - TALK, GOING OVER

COMMUNICATION - - - - EXPRESSING AND SHOWING IDEALS & BELIEFS ABOUT LIFE

EMOTION - - - - - - - A STRONG FEELING

DIAGONALLY - - - - - SLANTING LINES

POSITIVE - - - - - - - WITHOUT DOUBT, SURE, GOOD

NEGATIVE - - - - - - - - SAYING NO, DO NOT AGREE, BAD

RAID - - - - - - - - - - TO ENTER AND GET WHAT IS INSIDE WITHOUT NOTICE

GOOD COMMUNICATION IS THE KEY

TO GETTING ALONG IN A FAMILY.

READ AND TALK ABOUT THE STORY.

FATHER IS ASLEEP. HE SLEEPS EVERDAY. HE DOESN'T WANT ANYONE TO BOTHER HIM OR WAKE HIM. FATHER YELLS WHEN ANYONE WAKES HIM.

JOHN IS FEELING SAD. HE WANTS TO TALK TO FATHER ABOUT THE WAY HE IS FEELING. JOHN IS THINKING, "SHOULD I WAKE FATHER OR SHOULD I WAIT UNTIL LATER?"

WHAT DO YOU THINK JOHN SHOULD DO?_____

_____

_____

_____

SOME PARENTS SAY BAD THINGS ABOUT THEIR CHILDREN. SOMETIMES THEY SAY THESE BAD THINGS RIGHT TO THEIR CHILD.

WHAT IS THE MOTHER <u>COMMUNICATING</u> TO HER SON IN THIS PICTURE?_____

_____

_____

HOW DO YOU THINK HER SON FEELS?_____

_____

_____

TEENAGERS AND PARENTS HAVE MANY EMOTIONS. THERE ARE 21 EMOTION WORDS IN THIS PUZZLE. THE WORDS CAN BE FOUND UP AND DOWN, ACROSS AND DIAGONALLY. CIRCLE EACH WORK IN THE LIST AS YOU FIND IT IN THE PUZZLE.

AFRAID	STUBBORN	HOPE
NICE	BLUE	BAD
SAD	HAPPY	ANGRY
SECURE	SHOCK	UPSET
LIKE	BRAVE	LONELY
MEAN	GOOD	JEALOUS
ALONE	LOVE	HATE

PUZZLE

N	I	L	C	A	T	Q	S	R	O	W	D	O	S
I	B	E	O	R	W	U	T	I	Z	O	T	M	A
C	A	E	T	V	T	S	U	E	O	L	A	U	D
E	B	H	D	A	E	E	B	G	M	B	L	U	E
D	H	A	P	P	Y	C	B	L	E	X	W	Y	P
L	O	N	E	L	Y	U	O	I	A	V	D	U	Y
R	H	Z	G	P	A	R	R	K	N	N	Q	R	A
S	O	U	B	E	A	E	N	E	E	A	G	L	T
K	P	P	A	O	A	F	T	W	G	N	R	E	B
C	E	S	D	D	E	T	R	I	A	D	E	F	R
O	N	E	X	T	F	N	E	A	N	R	E	T	A
H	O	T	A	A	L	O	N	E	I	T	U	O	V
S	G	H	J	E	A	L	O	U	S	D	W	N	E

WE ALWAYS COMMUNICATE SOMETHING. WE COMMUNICATE BY OUR ACTIONS AND WITH OUR WORDS.

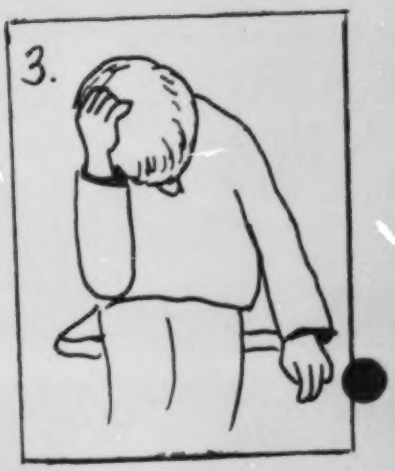
IN EACH BOX, WRITE THE NUMBER OF THE PICTURE.

☐ HAPPY FAMILY

☐ TALKING

☐ MAD

☐ SAD



COMMUNICATION EXERCISE:

WRITE WHAT YOU WOULD DO IN EACH OF THESE SITUATIONS:

1. YOUR CHILD HAS MADE A FRIEND. HIS FRIEND IS KNOWN FOR HAVING WILD PARTIES. LAST WEEK DURING A PARTY, THE POLICE RAIDED THE PLACE FOR DRUGS. WHAT WOULD YOU DO NOW?

   _____

   _____

   _____

2. SOMEONE TELLS YOU THAT YOUR CHILD SAID YOU NEVER LISTEN. IT IS TRUE BECAUSE YOU ARE ALWAYS SO BUSY. YOUR CHILD FEELS LIKE YOU DON'T CARE. WHAT DO YOU DO NOW?

   _____

   _____

   _____

3. YOUR CHILD IS DOING REAL WELL AT SCHOOL AND AT HOME. YOUR CHILD IS BEING VERY HELPFUL AND IS MINDING YOU. WHAT WOULD YOU DO NOW?_____

   _____

   _____

REMEMBER THAT WE COMMUNICATE WITH OUR WORDS AND WITH OUR ACTIONS.

° ° ° ° ° THINGS TO REMEMBER ° ° ° ° °

° TO GET ALONG WITH YOUR CHILDREN BETTER, TALK AND LISTEN TO THEM.

° LET YOUR CHILDREN KNOW THAT YOU CARE ABOUT THEM AND LOVE THEM.

° REMEMBER THAT THE FAMILY OFTEN REFLECTS THE WAY YOU ARE.

° WORKING WITH EACH OTHER AND GIVING YOUR BEST MAKES FOR BETTER COMMUNICATION.

° BEING A PARENT IS O.K.

° MAKING MISTAKES IS O.K.

° LISTENING TO YOUR CHILD IS O.K.

° LEARNING TO HELP YOURSELF AND YOUR CHILD IS O.K.

A PLAN FOR CHANGE

1. I plan to change _____
_____
_____.

2. I found it was hard to know that I _____
_____
_____.

3. I learned that I _____
_____
_____.

4. I know that I _____
_____
_____.

5. Other things that I will or will not do: _____
_____
_____
_____
_____.

THINGS TO DO AT HOME

LOOK AT MANY WAYS THAT YOUR FAMILY COMMUNICATES. MAKE A LIST OF THE POSITIVE AND NEGATIVE WAYS THE FAMILY COMMUNICATES AND ACTS.

POSITIVE (good) +	NEGATIVE (bad) −

HOW DO YOU FEEL ABOUT WHAT THIS SHOWS? _____

_____

_____

LOVE AND AFFECTION

Session 2

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSIONS 3 & 4
LEVEL II

WORDS TO KNOW . . .

AFFECTION

WARMTH

CONTACT

REWARD

WORD MEANINGS . . .

AFFECTION - - - - - GOOD FEELING, WAY TO SHOW LOVE.

WARMTH - - - - - - FRIENDLY FEELING

CONTACT - - - - - - TOUCH, MAKE CONNECTION

REWARD - - - - - - A RETURN MADE FOR SOMETHING DONE WELL

CHILDREN LEARN ABOUT LOVE BY BEING LOVED. LOVE IS NEEDED FOR CHILDREN TO FEEL GOOD AND TO GROW UP TO BE HAPPY AND HEALTHY.

BEING LOVED WILL HELP CHILDREN LEARN TO LIKE OTHERS AND GET ALONG BETTER WITH OTHERS FOR THE REST OF THEIR LIVES.

. . . . . .

WHAT DOES THE WORD LOVE MEAN TO YOU?

SHARE YOUR IDEAS WITH OTHERS.

PARENTS CAN HELP THEIR CHILDREN BY GIVING THEM SMILES, WARMTH, AND BODY CONTACT. CHILDREN NEED TO KNOW THAT THEY ARE LOVED AND SAFE. THIS HELPS THEM TRUST OTHERS AND GET ALONG WITH OTHERS.

THE FEELING OF BEING LOVED MAKES CHILDREN HAPPY. LOVE IS A GREAT REWARD IN LIFE. IT IS GOOD TO KNOW YOU ARE LOVED EVEN WHEN YOU MAKE MISTAKES.

. . . . . .

TALK ABOUT HOW YOU SHOW YOUR LOVE FOR YOUR CHILDREN.

SHAYLA'S FRIEND MOVED TO ANOTHER TOWN. SHE IS SAD. HOW WOULD YOU SHOW SHAYLA THAT YOU UNDERSTAND AND CARE ABOUT HER FEELINGS?

KINTA DOES NOT WANT AUNT ALICE TO KISS HIM. AUNT ALICE ALWAYS KISSES ALL THE FAMILY. KINTA HIDES WHEN AUNT ALICE COMES OVER TO HIS HOUSE. WHAT WOULD YOU DO IF YOU WERE KINTA'S MOTHER?

TANESHA WANTS AFFECTION ALL THE TIME. WHEN YOU ARE COOKING OR TALKING ON THE TELEPHONE, SHE WANTS TO BE HUGGED. WHAT WOULD YOU DO IF YOU WERE TANESHA'S MOTHER?

AFFECTION MEANS BEING OUTGOING AND WARM TOWARD OTHERS. IT MEANS SHOWING YOUR LOVE TO OTHERS.

CHECK (✓) THE SENTENCES THAT YOU AGREE WITH BELOW.

1. ___ CHILDREN LIKE TO BE WITH PEOPLE THAT THEY LIKE.

2. ___ GIVE A HUG WITH A SMILE.

3. ___ SHOW PEOPLE THAT YOU CARE ABOUT THEM.

4. ___ STAY AWAY FROM OTHERS.

5. ___ SAY, "I LOVE YOU" TO THOSE YOU FEEL THAT WAY ABOUT.

AFFECTION WILL HELP YOUR CHILD GROW.

TALK ABOUT HOW AFFECTION CAN HELP YOUR CHILD GROW.

• • • • • THINGS TO REMEMBER • • • • •

+ LET YOUR CHILDREN KNOW THAT YOU CARE ABOUT YOURSELF AND OTHER FAMILY MEMBERS.

+ AFFECTION TO CHILDREN HELPS THEM TO FEEL BETTER ABOUT THEMSELVES AND OTHERS.

+ CHILDREN SHOW AFFECTION TO THOSE WHO LIKE THEM.

+ CARING FOR CHILDREN IN THE FAMILY IS THE MOST IMPORTANT THING.

+ CHILDREN LIKE FRIENDS WHO CARE ABOUT THEM.

+ YOUNGER CHILDREN LOOK UP TO OLDER CHILDREN TO SEE HOW THEY SHOULD GROW UP AND ACT.

+ OLDER CHILDREN NEED AFFECTION FROM PARENTS, TOO.

+ AS YOU TALK TO YOUR CHILDREN, SHOW YOUR LOVE BY WARMTH AND BODY CONTACT (HUGS, PATS, SQUEEZES).

PLAN FOR CHANGE

1. I plan to change _____

_____

_____

_____.

2. I found it hard to know that I _____

_____

_____

_____.

3. I learned that I _____

_____

_____

_____.

4. I know that I _____

_____

_____

_____.

5. Other things I will or will not do: _____

_____

_____

_____

_____.

TO DO AT HOME

LET YOUR CHILDREN KNOW THAT YOU LOVE THEM BY GIVING AFFECTION. TAKE TIME TO TOUCH, BUT DON'T OVERDO IT.

LIST THE WAYS THAT YOU SHOWED YOUR LOVE AND AFFECTION THIS WEEK.

Things I did	How my child acted

HOW DO YOU FEEL ABOUT THIS WEEK AND ABOUT YOURSELF AS A PARENT?

PARENTS AS ROLE MODELS

Session 3

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSION 7, LEVEL II

PARENTS AS ROLE MODELS - "BE LIKE ME?"

WORDS TO KNOW:

ROLE	MODEL	MANNERS
VALUE	RESPECT	MEMBER
IMAGINE	TOPIC	

WORD MEANINGS:

ROLE - - - - - - - PART A PERSON PLAYS

VALUE - - - - - IDEALS, BELIEFS ABOUT LIFE

IMAGINE - - - - PICTURE IN ONE'S MIND

MODEL - - - - - A THING OR PERSON TO BE COPIED

TOPIC - - - - - TO WRITE OR TALK ABOUT

MANNERS - - - - A WAY OF ACTING OR BEHAVING

MEMBER - - - - - ONE BELONGING TO A GROUP

Success comes in "Cans"

PARENTS AS ROLE MODELS

PARENTS ARE ROLE MODELS FOR THEIR CHILDREN. CHILDREN ACT AND DO THINGS THE SAME WAY THAT THEIR PARENTS DO THEM. THE WAY PARENTS THINK AND TALK ARE PICKED UP BY CHILDREN. LIKES, DISLIKES, MANNERS, AND VALUES ARE LEARNED FROM PARENTS AND ACTED OUT LIKE PARENTS. CHILDREN DO MORE WHAT PARENTS DO THAN WHAT PARENTS SAY DO. IF PARENTS WANT CHILDREN TO RESPECT THE RIGHTS OF OTHERS, THEY MUST RESPECT THE RIGHTS OF CHILDREN. A ROLE MODEL IS NEEDED DURING THE EARLY YEARS AND AS CHILDREN GROW OLDER.

DISCUSS WAYS A PARENT CAN BE A BETTER ROLE MODEL.

WRITE THE ONES YOU LIKE BEST: _____

_____

_____

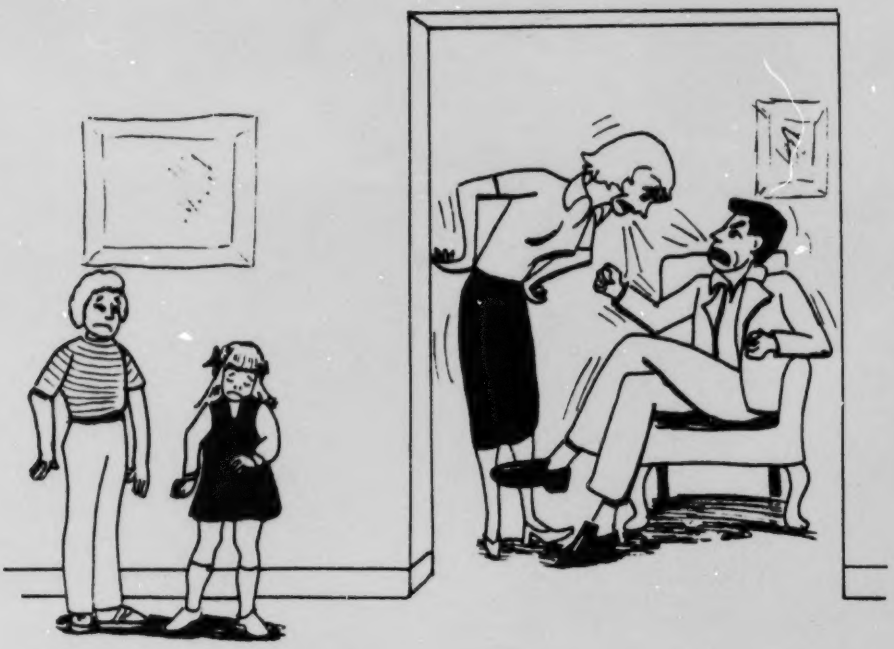
_____

_____

WRITE THE ROLES OF EACH FAMILY MEMBER:

FATHER	MOTHER	CHILDREN
EXAMPLE: DRIVE THE CAR.	DRIVE THE CAR. HAVE BABIES.	KEEP ROOM CLEAN.

CIRCLE THE ONES THAT CAN BE DONE ONLY BY ONE MEMBER OF THE FAMILY. EXAMPLE:(MOTHER) HAVE BABIES.



LOOK AT THE PICTURE. SHOULD THIS BEHAVIOR HAPPEN IN FRONT OF CHILDREN? PARENTS DO NOT AGREE ALL THE TIME. WHEN PARENTS FIGHT IN FRONT OF CHILDREN, THE CHILDREN ARE UNHAPPY.

DISCUSS WAYS THE PARENTS CAN CHANGE.

WRITE DOWN THE IDEAS YOU LIKE BEST:_____

_____

_____

_____

_____

IMAGINE YOU ARE BEING TALKED ABOUT. YOU WILL TALK ON A VERY SPECIAL TOPIC. TOPIC, "MY FAMILY." DRAW A LINE UNDER THE WORDS THAT TELL ABOUT YOUR FAMILY.

HELPFUL

SHARING

CARING

LOVING

HAPPY

TRUTHFUL

HONEST

SAD

LOOK AT THE WORDS ABOUT YOUR FAMILY

DO YOU LIKE THESE WORDS? _____

WHAT CAN YOU CHANGE ABOUT YOUR FAMILY?

_____

_____

_____

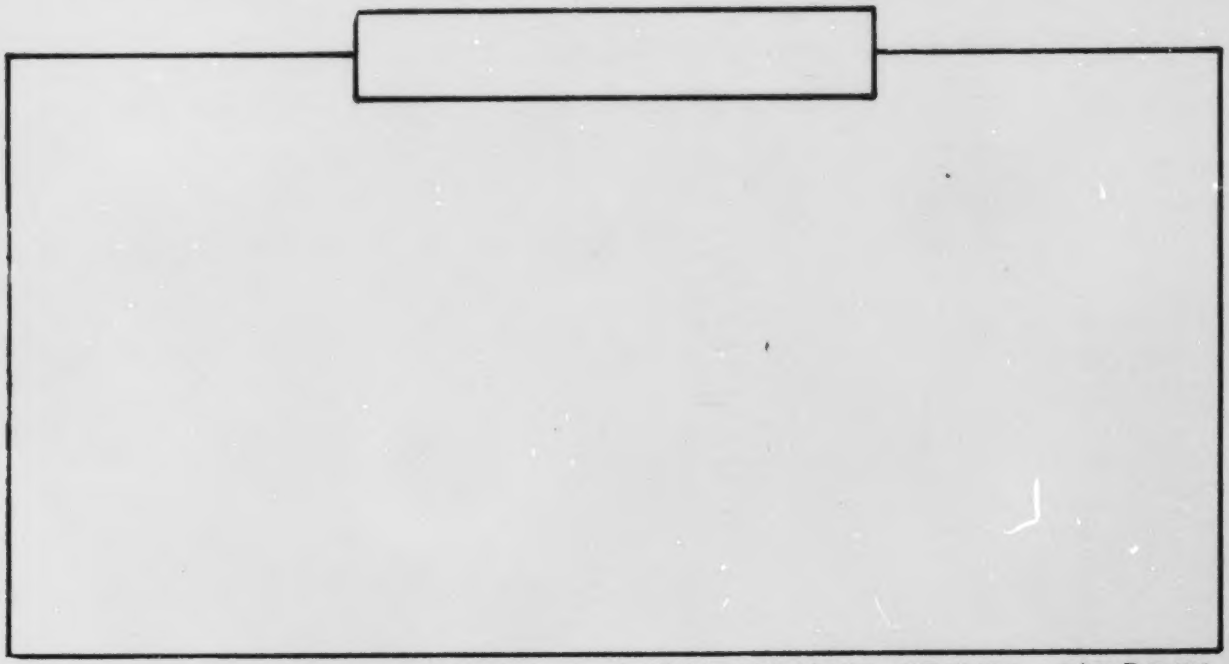
WHY?_____

_____

EXERCISE: WRITE THE NAME OF YOUR FAMILY. DRAW YOUR FAMILY.

USE A WORD TO DESCRIBE YOUR FAMILY EACH DAY.

EXAMPLE: SUNDAY---HAPPY, MONDAY---BUSY, TUESDAY---HELPFUL



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

A PLAN FOR CHANGE

1. I PLAN TO CHANGE_____

_____

2. I FOUND IT HARD TO KNOW THAT I_____

_____

3. I LEARNED THAT I_____

_____

4. I KNOW THAT I_____

_____

5. OTHER THINGS I WILL OR WILL NOT DO:

_____

_____

_____

_____

THINGS TO DO AT HOME

WRITE VALUES OF YOUR FAMILY. DO THIS WITH ALL MEMBERS OF OF YOUR FAMILY.

WHAT DOES THE FAMILY WANT?

1. KEEPING ALIVE
2. ENOUGH FOOD AND CLOTHING
3. SUCCESS
4. A NICE PLACE TO LIVE
5. ENJOYMENT OF LIVING
6. KEEP THE FAMILY TOGETHER
7. LOVE AND AFFECTION
8. SHARE THINGS TOGETHER
9. STRONG FAITH AND BELIEFS
10. GOOD JOBS FOR THOSE OLD ENOUGH TO WORK
11. EDUCATION

FAMILY VALUES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PLACE A NUMBER BESIDE THE ONES YOU WANT THE MOST. NUMBER 1 = HIGH NUMBER 2 = MEDIUM, NUMBER 3 = LOW

• • • • • THINGS TO REMEMBER • • • • •

- PARENTS CAN BUILD RELATIONSHIPS WITH THEIR CHILDREN AT AN EARLY AGE. GOOD ROLE MODELS ARE NEEDED FOR CHILDREN OF ALL AGES.

- IT IS NEVER TOO LATE FOR PARENTS TO LOOK AT THEMSELVES FOR CHANGE. CHILDREN CAN BE HELPED AT ANY TIME. IF PARENTS WANT TO CHANGE THE WAY THEIR CHILDREN ACT, THEY NEED TO WATCH THEIR OWN ACTIONS.

COPING WITH SCHOOL

Session 4

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSION 7, LEVEL II

WORDS TO KNOW . . .

SKIPPING

SPEND

GRAFFITI

DANCE

PICTURE

EQUIPMENT

QUIT

WORD MEANINGS. . .

SKIPPING - - - - - - - NOT GOING TO SCHOOL, UNEXCUSED

SPEND- - - - - - - - - TO USE UP TIME OR MONEY

GRAFFITI - - - - - - - DRAWING OR WRITING SOMETHING IN PUBLIC PLACES

DANCE - - - - - - - - TO MOVE IN TIME WITH MUSIC

PICTURE- - - - - - - - DRAWING OR A PAINTING

EQUIPMENT- - - - - - OBJECTS FOUND AT WORK, SCHOOL OR IN SPORTS

QUIT - - - - - - - - - TO STOP OR LEAVE

PRETEND YOUR CHILD WILL WEAR A SHIRT TO SCHOOL.

IT WILL BE SOMETHING LIKE THIS ONE BELOW.

FAY'S SHIRT

NOW, DRAW A SHIRT FOR YOUR FAMILY. DRAW THINGS THAT WILL TELL SOMETHING ABOUT YOUR FAMILY. THEN TALK ABOUT YOUR SHIRT IN CLASS OR TO SOMEONE SITTING NEXT TO YOU.

YOUR SHIRT

REPORT CARD FOR JOHN & MARY

REPORT CARD	JOHN	MARY
MATHEMATICS	F	A
SCIENCE	D	F
SOCIAL STUDIES	C	F
ENGLISH	F	F
PHYSICAL EDUCATION	F	F

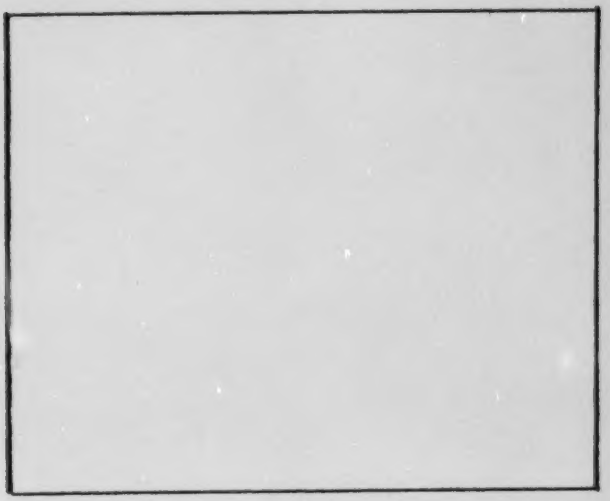
JOHN IS FAILING IN SCHOOL. HE DOESN'T EVEN TAKE HIS PAPER AND PENCIL TO SCHOOL. HE IS ALSO SKIPPING SCHOOL.

WHAT WOULD YOU DO?_____

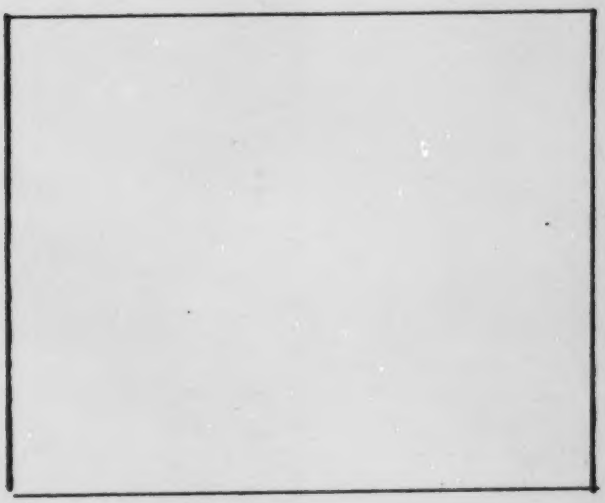
MARY IS NOT SPENDING ANY TIME ON HER SCHOOL WORK. SOMEHOW SHE IS MAKING A'S IN MATHEMATICS, BUT SHE IS MAKING F'S IN HER OTHER CLASSES. YOU ARE ALMOST SURE THAT SHE DOESN'T REALLY KNOW HER MATH AND THAT SHE IS GETTING SOMEONE ELSE TO DO HER WORK. WHAT DO YOU DO?

IN THE BOX NEXT TO EACH WORD, DRAW A PICTURE TO SHOW WHAT EACH WORD MEANS TO YOU.

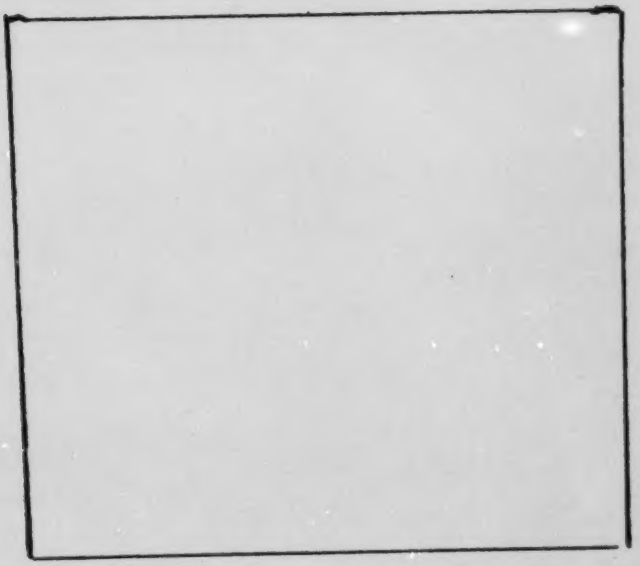
SCHOOL



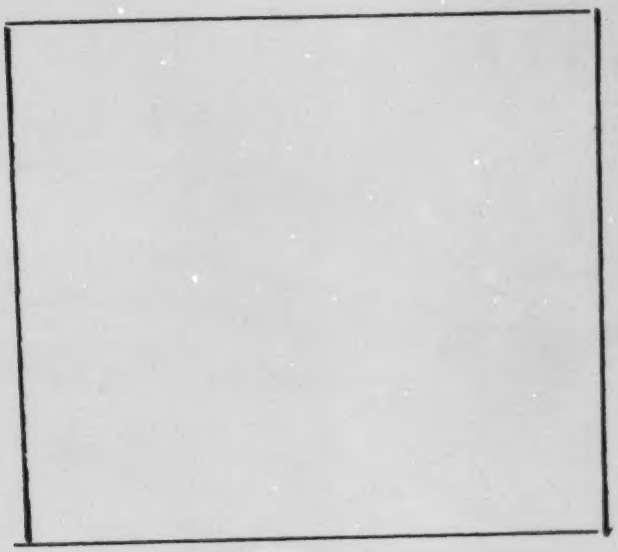
HOMEWORK



FAMILY



TEACHER



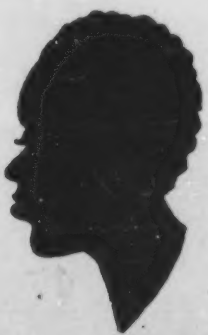
TALK ABOUT HOW THESE WORDS (SCHOOL, HOMEWORK, FAMILY, AND TEACHER) HELP YOUR CHILD IN SCHOOL.

DRAW YOURSELF HERE

YOU ARE WORKING AT YOUR JOB, AT HOME AND ALSO DOING VOLUNTEER WORK AT YOUR CHILD'S SCHOOL EVERY WAKING HOUR. IT IS BEGINNING TO SHOW! YOU ARE GETTING VERY TIRED.

DRAW A PICTURE OF YOURSELF SO THAT PART OF YOUR BODY IS SOME SORT OF WORK OR SCHOOL EQUIPMENT.

HAVE FUN! SHARE YOUR PICTURE WITH THE REST OF THE GROUP.



WORDS TO USE IN THIS EXERCISE:

HOMEWORK	QUIT
BORED	FRIENDS
SLEEPY	CLASS
PARENTS	HAPPY
TEACHERS	SUSPENSION

1. KINTA IS READY TO QUIT SCHOOL. HE HAS SPENT ALL DAY WRITING GRAFFITI ABOUT SCHOOL ON HIS DESK.

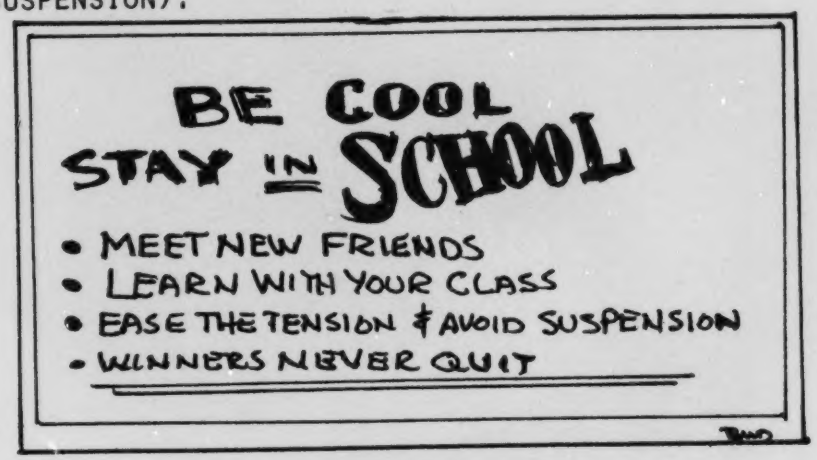
   USE THE WORDS ABOVE. MAKE A DRAWING ABOUT KINTA'S DESK. TELL ABOUT YOUR DRAWING.

KINTA'S DESK

YOUR DRAWING HERE

2. MR. DAVIS, THE SCHOOL COUNSELOR, HAS CALLED FOR AN APPOINTMENT WITH YOU. KINTA HAS BEEN ASKED TO COME INTO HIS OFFICE FOR COUNSELING. YOU HAVE AN APPOINTMENT WITH HIM THIS EVENING. WRITE DOWN WHAT YOU WOULD SAY. TRY TO USE ALL THE WORDS LISTED ON THE LAST PAGE.

5. MAKE A POSTER FOR A CHILD TO TRY TO HELP HIM STAY IN SCHOOL. USE AT LEAST THREE (3) OF THE WORDS LISTED IN THE WORD LIST (HOMEWORK, BORED, SLEEPY, PARENTS, TEACHERS, QUIT, FRIENDS, CLASS, HAPPY, SUSPENSION).



Your Poster Below:

4. YOUR CHILD WANTS TO GO TO THE SCHOOL DANCE. SHE DOESN'T HAVE A DATE. WHAT CAN YOU DO TO HELP HER?

I WOULD_____

_____

_____

_____

_____

_____

_____

° ° ° ° ° THINGS TO REMEMBER ° ° ° ° °

- AT SCHOOL YOUR CHILD LEARNS MANY USEFUL THINGS.
- YOU CAN HELP YOUR CHILD BY HAVING A GOOD ATTITUDE ABOUT SCHOOL.
- LET YOUR CHILD KNOW THAT YOU WANT TO KNOW ABOUT WHAT HE OR SHE LEARNS IN SCHOOL.
- HELP YOUR CHILD WANT TO DO BETTER BY TAKING THE TIME TO LISTEN AND LETTING HIM OR HER KNOW THAT YOU THINK IT IS IMPORTANT.
- TALK TO YOUR CHILD'S TEACHERS. FIND OUT HOW YOU CAN HELP HIM OR HER TEACH YOUR CHILD.
- GET TO KNOW YOUR CHILD'S FRIENDS.
- SPEND SOME <u>SPECIAL TIME</u> WITH YOUR CHILD EACH DAY.
- BE SURE THAT YOUR CHILD KNOWS THE RULES AT SCHOOL AND WHAT WILL HAPPEN IF HE OR SHE BREAKS THE RULES.
- SEE THAT YOUR CHILD GOES TO SCHOOL EACH DAY.

A PLAN FOR CHANGE

1. I plan to change _____
_____
_____.

2. I found it hard to know that I _____
_____
_____
_____.

3. I learned that I _____
_____
_____
_____.

4. I know that I _____
_____
_____.

5. Other things that I will or will not do: _____
_____
_____
_____
_____
_____
_____.

DIALOGUE
LET'S TALK. LISTEN

TO DO AT HOME

WHAT WILL YOU DO DURING THE NEXT WEEK TO HELP YOUR CHILD WITH FAMILY, FRIENDS, AND SCHOOL?

WRITE DOWN WHAT YOU DID EACH DAY OR YOU MAY DRAW A PICTURE THAT SHOWS WHAT YOU DID EACH DAY.

MY DIARY

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

DISCIPLINE

Session 5

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSIONS 1,2,& 8,
LEVEL II

° ° ° ° ° ° ° D I S C I P L I N E ° ° ° ° ° ° °

Words to know. . .

DISCIPLINE	AGREEABLE	PRAISE
REWARD	EXAMPLE	FIGHT
ATTENTION	ADVISOR	ADVICE
TEAMWORK		

Word Meanings. . .

DISCIPLINE- - - - - - TRAINING, RULES

AGREEABLE - - - - - - PLEASING, WILLING

PRAISE - - - - - - - SAYING A PERSON HAS DONE SOMETHING WELL

REWARD - - - - - - - RETURN MADE FOR SOMETHING DONE WELL

EXAMPLE - - - - - - SHOWS HOW TO DO SOMETHING

FIGHT - - - - - - - AN ANGRY DISPUTE

ATTENTION - - - - - CARE AND THOUGHT

ADVICE - - - - - - - WHAT SHOULD OR COULD BE DONE

ADVISOR - - - - - - PERSON WHO GIVES ADVICE

TEAMWORK - - - - - - WORKING TOGETHER FOR GOOD RESULTS

DISCIPLINE CAN BE A WAY OF TEACHING A CHILD TO BE AGREEABLE AND USEFUL. PRAISE AND REWARD ARE WAYS TO TEACH. LOOK OUT FOR WAYS TO PRAISE A CHILD WHEN HE OR SHE DOES SOMETHING WELL. FOR EXAMPLE, "TANESHA, I LIKE THE WAY YOU CLEANED YOUR ROOM," OR "JAMES, IT WAS NICE OF YOU TO WASH THE CAR." LETTING CHILDREN KNOW WHAT YOU WANT OF THEM CAN BE A HELPFUL WAY TO GOOD DISCIPLINE.

. . . . . .

CIRCLE (YES) OR (NO) FOR WHAT YOU ARE DOING AT HOME NOW WITH YOUR CHILD.

"I LIKE THE WAY YOU ARE DOING YOUR HOMEWORK."	YES	NO
"IT IS NICE OF YOU TO HELP YOUR SISTER."	YES	NO
"TANESHA, YOU DID A GOOD JOB."	YES	NO
"KINTA, YOU CAN'T DO THAT."	YES	NO
"I WILL DO IT FOR YOU."	YES	NO

EXAMPLES:

1) GIVE THE CHILD A JOB TO DO. IF HE DOESN'T DO IT, HE WILL LOSE WHAT HE LIKES TO DO. FOR EXAMPLE, IF JAMES DOESN'T MOW THE YARD, HE WILL NOT USE THE CAR. IF TANESHA DOESN'T COME HOME ON TIME, SHE WILL NOT GO OUT AGAIN FOR A WHILE.

2) BE THE SAME ABOUT DISCIPLINE. IF PARENTS ARE THE SAME ABOUT DISCIPLINE, THE CHILDREN WILL KNOW WHAT TO DO. MOTHER AND FATHER MUST WORK TOGETHER.

TALK ABOUT THIS PICTURE IN CLASS.

3) IT IS HARD FOR PARENTS TO COPE WITH FIGHTING.

WHEN CHILDREN FIGHT AND DO NOT HURT ONE ANOTHER, IT IS BEST TO STAY OUT OF IT. CHILDREN OFTEN FIGHT TO GET THEIR PARENTS' ATTENTION. BY NOT PAYING ATTENTION TO EVERY FIGHT, THE CHILDREN WILL FIGHT LESS. IF THE FIGHTING IS TOO MUCH FOR YOU, GO TO ANOTHER PART OF THE HOUSE. WHEN THEY STOP FIGHTING, TEACH THEM TO TALK TO EACH OTHER.

NO PUT DOWNS!

WHO FIGHTS THE MOST IN THE FAMILY?_____

_____

TALK ABOUT WAYS TO MAKE IT BETTER:_____

_____

_____

_____

4) TALK WITH OTHERS.

NOTE: TRY TO HAVE A SPECIAL TIME SET ASIDE FOR EACH CHILD TO TALK AND SHARE THINGS EACH DAY. DO A LOT OF LISTENING AND ASK YOUR CHILD QUESTIONS ABOUT HIS/HER DAY. IF A PROBLEM IS HEARD ABOUT, ASK THE CHILD WHAT HE/SHE WOULD DO TO SOLVE IT BEFORE YOU TELL HOW IT COULD BE DONE. IT IS GOOD TO SAY, "DO YOU WANT ME TO TELL YOU WHAT CAN BE DONE OR WOULD YOU RATHER DO IT YOURSELF?" OR, YOU COULD SAY, "I THINK YOU CAN SOLVE THIS PROBLEM. WHAT DO YOU THINK YOU CAN DO?" YOU ARE BEING A GOOD ADVISOR.

LOOK AT THE ABOVE PICTURE. THE PARENTS ARE NOT THE SAME IN THEIR WAY OF GIVING DIRECTIONS TO PETER. PETER DOESN'T KNOW WHAT TO DO. WHAT SHOULD PETER DO?

_____

_____

_____

_____

HOW CAN THE PARENTS CHANGE?

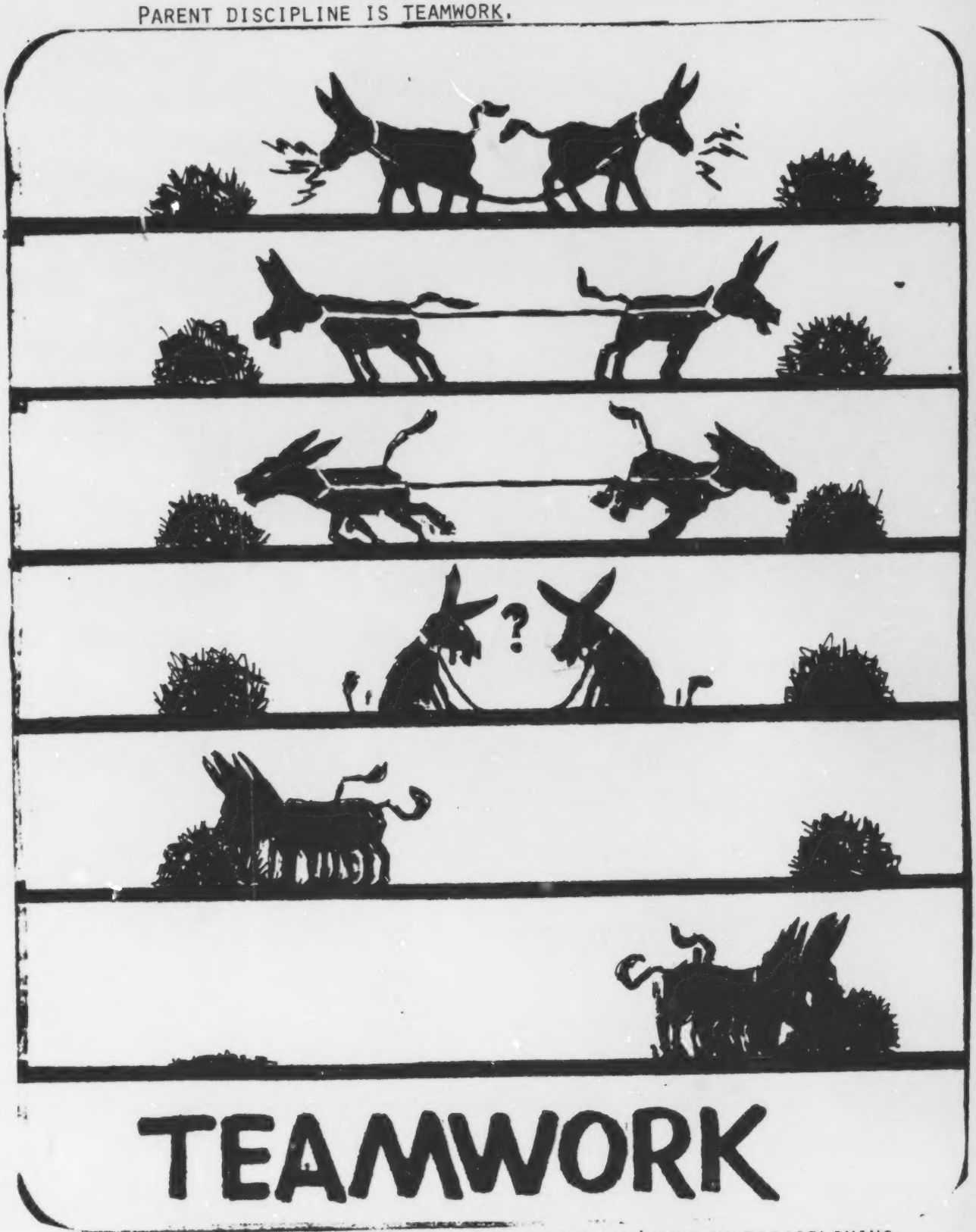
_____

_____

_____

_____

PARENT DISCIPLINE IS TEAMWORK.



DISCUSS HOW YOU WORK WITH YOUR HUSBAND/WIFE IN DISCIPLINING YOUR CHILDREN.

PADDY, THE ADVISOR, GIVES ADVICE TO PARENTS WHO ARE HAVING DISCIPLINE PROBLEMS WITH THEIR CHILDREN. READ THE LETTER AND HELP PADDY GIVE ADVICE.

. . . . . .

I. DEAR PADDY,

I HAVE A PROBLEM. I DON'T KNOW WHAT TO DO. MY CHILDREN CALL EACH OTHER NAMES. THEY SAY MEAN THINGS TO ONE ANOTHER. WE ARE GOOD PARENTS. WE GIVE OUR CHILDREN EVERYTHING. WHAT'S WRONG WITH THEM?

MR. AND MRS. GOODY

DEAR MR. AND MRS. GOODY,

_____

_____

_____

_____

_____

_____

_____

64 PADDY'S HELPER,

_____

YOUR NAME

II. DEAR PADDY,

I NEED HELP WITH MY CHILDREN. THEY WILL NOT DO WHAT I ASK THEM. I TELL THEM TO BE HOME BY 12:00 O'CLOCK AND THEY COME HOME AT 4:00 O'CLOCK P.M. THEY WILL NOT CLEAN THEIR ROOMS. THEY TALK BACK TO ME. CAN YOU TELL ME WHAT TO DO?

A. JOHNSON

DEAR A. JOHNSON,

PADDY'S HELPER,

YOUR NAME

READ AND DO:

1. I AM HAPPY WITH MY CHILDREN WHEN THEY_____

_____.

2. WHEN I AM ANGRY WITH MY CHILDREN, I _____

_____.

3. I LIKE MY CHILDREN BEST WHEN THEY _____

_____.

4. WHEN MY CHILDREN FIGHT, I _____

_____.

5. MY CHILDREN BEG ME WHEN THEY _____

_____.

6. WHEN MY CHILDREN ARE SAD, I _____

_____.

A FAMILY AFFAIR

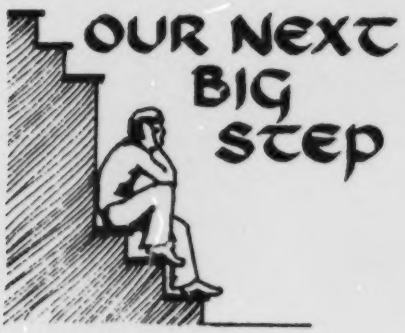
• • • • • • THINGS TO REMEMBER • • • • • •

•• DISCIPLINE IS A LEARNED ACT. TEACH CHILDREN WHAT YOU WANT THEM TO KNOW. SHOW AND TEACH THEM HOW TO BEHAVE AND OBEY RULES.

•• BE THE SAME WITH DISCIPLINE. BOTH PARENTS TAKE PART IN DISCIPLINE AND ACT AS A TEAM.

•• GIVE ATTENTION AND PRAISE FOR GOOD ACTS. LOOK FOR THINGS TO PRAISE. CATCH YOUR CHILDREN DOING SOMETHING GOOD.

•• USE CARE IN PLEASING. KNOW HOW TO SAY "NO!"



THINGS TO DO AT HOME:

TRY USING SOME OF THE THINGS WE TALKED ABOUT WITH YOUR CHILDREN DURING THE NEXT WEEK. TAKE 10 MINUTES TO LISTEN TO YOUR CHILD EACH DAY.

A FAMILY AFFAIR

A PLAN FOR CHANGE:

1. I PLAN TO CHANGE_____
_____.

2. I FOUND IT HARD TO KNOW THAT I_____
_____

3. I LEARNED THAT I_____
_____.

4. I KNOW THAT I_____
_____.

5. OTHER THINGS I WILL OR WILL NOT DO:
_____
_____
_____
_____
_____

FAMILY CRISIS:
MONEY & LOSS OF JOB

DRUGS AND ALCOHOL

Session 6

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSION 3 & 4, LEVEL II

WORDS TO KNOW

MONEY

PROBLEM

HONEST

REASON

WORD MEANINGS

MONEY - - - - - - - COINS, ANY EXCHANGE OF VALUE

PROBLEM - - - - - - SOMETHING TO BE WORKED OUT OR SOLVED

HONEST - - - - - - NOT LYING, TRUTH, NOT HIDING SOMETHING

REASON - - - - - - CAUSE FOR DOING SOMETHING, MOTIVE

CHILDREN KNOW WHEN PARENTS ARE THINKING OTHER THINGS. THEY NEED TO KNOW HOW PARENTS FEEL ABOUT MONEY PROBLEMS.

TALK ABOUT:

1. CHILDREN'S NEED FOR YOUR TIME.
2. CHILDREN'S FEELINGS ABOUT FAMILY PROBLEMS.
3. PARENTS' FEELINGS ABOUT FAMILY PROBLEMS.

MONEY PROBLEMS TAKE TIME AWAY FROM CHILDREN AND THE THINGS THEY WANT.

SHAYLA'S FRIENDS ARE GOING TO THE MOVIES SHE CAN'T GO. SHE DOESN'T HAVE ENOUGH MONEY. SHE CRIES. SHE IS SAD.

WHAT WOULD YOU DO TO HELP SHAYLA?

1. _____

_____

2. _____

_____

The best things in life are not things!

LOSS OF WORK/JOB OF A PARENT CAN CAUSE UNEASY FEELINGS IN CHILDREN. IT IS HARD FOR CHILDREN TO UNDERSTAND WHY A PARENT IS NOT WORKING.

DRAW A LINE UNDER SENTENCES BELOW THAT WILL HELP CHILDREN UNDERSTAND THE PROBLEM.

1. PARENTS NEED TO BE HONEST ABOUT JOB PROBLEMS.
2. TALK ABOUT THE PROBLEM.
3. LET THE CHILDREN KNOW HOW YOU FEEL.
4. DON'T TALK TO THE CHILDREN.
5. BLAME THE CHILDREN FOR THE PROBLEM.

MANY TIMES CHILDREN DO THINGS FOR A REASON. WHAT DO YOU THINK IS THE REASON FOR THE ACT SHOWN ABOVE?

1. _____

_____

2. _____

_____

3. _____

_____

KINTA WANTS A JOB AFTER SCHOOL. HE WANTS TO HELP WITH MONEY PROBLEMS IN THE FAMILY. HIS GRADES ARE VERY LOW. HE IS GOOD IN MUSIC AND ART. A JOB WILL USE MOST OF HIS TIME. WHAT DO YOU DO?_____

_____

_____

_____

TALK ABOUT YOUR ANSWERS.

FATHER LOST HIS JOB. THE CHILDREN NEED SHOES. THE RENT IS DUE. THE CHILDREN ARE ON FREE LUNCH. THE CHILDREN ARE ACTING MEAN TO ONE ANOTHER. THE FAMILY IS UPSET MOST OF THE TIME.

WHAT DO YOU DO?_____

_____

_____

_____

TALK ABOUT YOUR ANSWERS.

CHECK THE ANSWERS YOU AGREE WITH ABOUT YOURSELF:

AS A PARENT, I THINK I . . .

1. ___AM A TALKER
   ___AM A LISTENER
   ___AM BOTH OF THE ABOVE

2. ___GET UPSET
   ___GIVE PRAISE
   ___DO BOTH OF THE ABOVE

3. ___AM NEAT
   ___AM MESSY
   ___DO BOTH OF THE ABOVE

4. ___MAKE THE HOME SAFE
   ___MAKE THE HOME A CARING PLACE
   ___DO BOTH OF THE ABOVE

A DRUG IS A CHEMICAL TAKEN INTO THE BODY WHICH BRINGS ABOUT A CHANGE IN THE BODY'S NATURAL REACTIONS. DRUGS CAN BE HELPFUL OR DEADLY FOR A PERSON. DRUGS BEING TALKED ABOUT HERE ARE NOT USEFUL DRUGS TO THE BODY.

DEAR LIZZY-SUE,

I AM ON A DIET. I AM TAKING DIET PILLS THAT MY DOCTOR PRESCRIBED. I THINK THEY ARE DISAPPEARING. THERE ARE LESS OF THEM THAN THERE SHOULD BE. MY DAUGHTER SEEMS TO HAVE CHANGED LATELY. SHE DOESN'T TALK TO ME OR WANT TO BE WITH THE FAMILY ANYMORE. HER FRIENDS ARE ALL NEW. THEY HAVE BAD MANNERS. SHE TELLS ME TO LEAVE HER ALONE. I WANT TO TRUST HER, BUT I THINK SHE MAY BE USING MY DIET PILLS. MAYBE SHE IS USING OTHER DRUGS, TOO. WHAT SHOULD I DO?

YOUR FRIEND,

BETTY LOU

HOW WOULD YOU ANSWER THIS LETTER IF YOU WERE LIZZY-SUE?

DEAR BETTY LOU,

YOUR NAME IS DEAR ABBY. YOU WRITE AN ADVICE COLUMN IN THE NEWSPAPER. YOUR READERS NEED YOUR ADVICE. WHAT WOULD YOU TELL THEM IF YOU GOT THE LETTER BELOW?

DEAR ABBY,

WE LIVE IN A BIG APARTMENT BUILDING. EVERYONE HAS LOTS OF CHILDREN. IN THE EVENINGS, ALL THE CHILDREN HANG OUT IN THE BACK OF THE BUILDINGS TOGETHER. I FOUND OUT THAT THEY ARE SMOKING POT. SO, I TRY TO KEEP MY CHILD IN THE APARTMENT DURING THE EVENINGS. BUT, I WORK IN THE EVENINGS, AND I CAN'T KEEP HIM IN WHEN I AM NOT AT HOME. I AM FED UP. WHAT SHOULD I DO?

NEED HELP WITH MY SON,

LUELLEN

HOW WOULD YOU ANSWER IF YOU WERE DEAR ABBY?

° ° ° ° ° THINGS TO REMEMBER ° ° ° ° °

TEENAGERS TRY DRUGS FOR MANY REASONS. HERE ARE SOME REASONS TEENAGERS MAY TRY DRUGS:

1. THEY WANT TO BE LIKE THEIR FRIENDS.
2. THEY ARE CURIOUS.
3. THEY WANT TO HURT THEIR PARENTS.
4. THEY WANT TO TRY SOMETHING NEW AND DIFFERENT.
5. THEY WANT TO "ESCAPE" FROM THEIR PROBLEMS.
6. THEY ARE BORED.
7. THEY THINK IT IS "COOL."
8. THEY USE DRUGS FOR FUN.

IT IS IMPORTANT TO TALK TO YOUR CHILDREN ABOUT DRUGS AND ALCOHOL ABUSE WHEN THEY ARE YOUNG.

REMEMBER, YOU WILL <u>SET AN EXAMPLE</u> FOR THEM BY THE WAY YOU ACT WITH DRUGS AND ALCOHOL.

• • • • • THINGS TO DO AT HOME • • • • •

NOTHING STAYS THE SAME. FAMILIES CHANGE.

PARENTS CAN HELP CHILDREN UNDERSTAND CHANGES.

IT ISN'T EASY TO BE A PARENT.

TAKE TEN (10) MINUTES TO TALK ABOUT THE NEEDS OF THE FAMILY WITH OTHER FAMILY MEMBERS.

A PLAN FOR CHANGE

1. I PLAN TO CHANGE_____

_____

2. I FOUND IT HARD TO KNOW THAT I_____

_____

3. I LEARNED THAT I_____

_____

4. I KNOW THAT I_____

_____

5. OTHER THINGS I WILL OR WILL NOT DO:_____

_____

_____

_____

_____

DIALOGUE
LET'S TALK.
LISTEN

PROBLEM SOLVING

Session 7

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

KEYED TO SESSION 6, II

WORDS TO KNOW . . .

RATE

PROBLEM

IMAGINE

SOLVE

WORD MEANINGS . . .

RATE - - - - - - - - LIST, RANK ORDER

PROBLEM - - - - - - SOMETHING TO BE WORKED OUT

IMAGINE - - - - - - PICTURE IN ONE'S MIND, HAVE AN IDEA

SOLVE - - - - - - - FIND THE ANSWER TO, CLEAR UP

KNOW THE PROBLEM.

LOOK AT THE PICTURE.

TALK ABOUT THE PROBLEM.

WHAT WOULD YOU DO?

SOMETIMES PARENTS AND CHILDREN DO NOT SEE THINGS THE SAME WAY.

. . . . . .

CHECK EACH SENTENCE ( ).

	USUALLY	SOMETIMES	NEVER
MY CHILDREN DRESS THE WAY I WANT THEM TO.			
MY CHILDREN DRESS THE WAY THEY WANT TO OR LIKE THEIR FRIENDS DO.			
MY CHILDREN GO TO THE MOVIES WITH THEIR FRIENDS.			
MY CHILDREN WATCH T.V. WHEN, WHAT AND FOR AS LONG AS THEY WANT.			
OUR FAMILY GOES PLACES TOGETHER.			
OUR FAMILY IS WILLING TO GIVE AND TAKE.			
I TELL THE CHILDREN WHAT MUSIC TO LISTEN TO.			
I TELL MY CHILDREN WHAT FRIENDS TO HAVE.			
THE FAMILY AGREES ON WHAT TIME THE CHILDREN SHOULD BE AT HOME.			

RATE EACH SENTENCE. PUT A 1, 2, 3, 4, 5, OR 6 BEFORE EACH SENTENCE. THE MOST IMPORTANT IS NUMBER 1 AND THE LEAST IMPORTANT IS NUMBER 6.

___KNOWING HOW TO HANDLE A PROBLEM IS IMPORTANT.

___IT IS IMPORTANT TO UNDERSTAND THE PROBLEM FROM THE CHILD'S POINT OF VIEW.

___SOME PROBLEMS CAN NOT BE SOLVED.

___THE WAY YOU TALK ABOUT A PROBLEM IS IMPORTANT.

___PARENTS KNOW THEIR CHILDREN BETTER THAN ANYONE ELSE DOES.

___IT IS O.K. TO ASK OTHERS FOR HELP.

WHEN RATING THE SENTENCES. . .

I FOUND OUT THAT _____

_____.

I WAS SURPRISED THAT _____

_____.

DID YOU FIND IT HARD TO RATE THESE SENTENCES?_____

WHY?_____

_____

THINK ABOUT A PROBLEM YOU HAVE IN YOUR FAMILY. WRITE IT DOWN.

_____

_____

_____

WHAT ARE SOME WAYS YOUR FAMILY COULD SOLVE THE PROBLEM?

_____

_____

_____

. . . . . .

WRITE DOWN THE GOOD AND BAD THINGS THAT MIGHT HAPPEN IN SOLVING THE PROBLEM.

GOOD	BAD
1.	
2.	
3.	
4.	
5.	
6.	

IMAGINE THAT YOU ARE ANOTHER MEMBER OF YOUR FAMILY.

IF I WERE . . .

THE FATHER/MOTHER, I WOULD

THE CHILD, I WOULD LIKE TO

PART OF A NEW FAMILY, I WOULD LIKE TO BE

SOMEBODY'S HOME, I WOULD LIKE TO BE

LOOK AT YOUR ANSWERS. WHAT HAVE YOU LEARNED ABOUT YOURSELF?

WRITE DOWN SOME OF THE THINGS YOU LEARNED ABOUT YOURSELF BASED ON THE EXERCISE ON PAGE 6._____

_____

_____

_____

HELPING SOLVE FAMILY PROBLEMS.

1. ALL FAMILY MEMBERS HAVE FEELINGS.

2. TRY NOT TO HIT AND TEACH YOUR CHILDREN NOT TO HIT.

3. TRY NOT TO SAY BAD THINGS ABOUT OTHER MEMBERS OF THE FAMILY.

4. TRY TO BE UNDERSTANDING OF OTHERS IN THE FAMILY.

5. KNOW YOUR OWN FEELINGS.

6. BE WILLING TO LEARN AND CHANGE.

...GO TO THE NEXT PAGE...

7. KEEP TRYING NEW WAYS TO IMPROVE.

8. LISTEN AND TALK TO MEMBERS OF THE FAMILY.

° ° ° ° ° ° ° ° ° ° ° ° ° °

° ° ° ° ° THINGS TO REMEMBER ° ° ° ° °

° WHAT WORKS FOR ONE FAMILY MAY NOT WORK FOR ANOTHER FAMILY.

° KNOWING AND UNDERSTANDING YOUR CHILDREN WILL HELP IN SOLVING PROBLEMS.

° SOME PROBLEMS ARE A RESULT OF HOW CHILDREN GROW AND DEVELOP.

° SOMETIMES SOLVING PROBLEMS TOGETHER MAKES BETTER FAMILY UNDERSTANDING.

° BE WILLING TO ASK FOR HELP FROM OTHERS.

° IT IS O.K. NOT TO KNOW ALL THE ANSWERS.

PLAN FOR CHANGE

1. I plan to change _____

_____

_____

_____

2. I found it hard to know that I _____

_____

_____

_____.

3. I learned that I _____

_____

_____

_____.

4. I know that I _____

_____

_____

_____

5. Other things that I will or will not do: _____

_____

_____

_____.

° ° ° ° ° TO DO AT HOME ° ° ° ° °

WATCH FAMILY MEMBERS TO SEE HOW PROBLEMS ARE STARTED.

WHAT DID YOU SEE?_____

_____

_____

_____

_____

_____

_____

TALK TO YOUR FAMILY ABOUT WHAT YOU SEE WHEN ALL THE FAMILY IS TOGETHER. ASK THEM WHAT THEY HAVE SEEN OR WHAT THEY FEEL ABOUT PROBLEMS THE FAMILY IS HAVING. ASK FOR THEIR SUGGESTIONS ON HOW TO <u>SOLVE</u> THE PROBLEMS.

S E X

EDUCATION

"TALKING IT OUT WITH YOUR CHILD"

PROJECT BEST PAL

SESSION 8

BASIC EDUCATION SKILLS THROUGH-
PARENT AFFECTIVE LEARNING

SEX EDUCATION "TALKING IT OUT WITH YOUR CHILD"

WORDS TO KNOW:

SENTENCE	BREAST	
QUESTION	INTERCOURSE	ABORTION
MASTURBATE	HOMOSEXUAL	PREGNANT

WORD MEANING:

SENTENCE - A GROUP OF WORDS THAT GIVES A MEANING

QUESTION - ASK TO FIND OUT

BREAST - THE UPPER, FRONT PART OF THE BODY

INTERCOURSE - FEELINGS WITH TWO PEOPLE

ABORTION - BIRTH THAT HAPPENS BEFORE THE BABY HAS GROWN ENOUGH TO LIVE

MASTURBATE - PLEASING BY TOUCHING

HOMOSEXUAL - ONE, SAME SEX

PREGNANT - BEING WITH CHILD

READ THE SENTENCES BELOW. DO THE SENTENCES MEAN THE SAME THING? IF THEY DO, MARK (A) YES. IF THEY DON'T MARK (B) NO.

1. MANY PARENTS THINK THAT THE LESS THEIR CHILD KNOWS ABOUT SEX IS BEST FOR THE CHILD.

   PARENTS THINK THEIR CHILD SHOULDN'T KNOW ABOUT SEX.

   A. YES B. NO

2. THE LESS CHILDREN KNOW ABOUT SEX THE SOONER THEY WILL HAVE SEX.

   CHILDREN WANT TO KNOW ABOUT SEX.

   A. YES B. NO

3. PARENTS DON'T WANT TO TALK ABOUT SEX WITH THEIR CHILDREN.

   PARENTS DON'T FEEL GOOD ABOUT TELLING THEIR CHILDREN ABOUT SEX.

   A. YES B. NO

4. MOTHER CAN TALK TO BOTH SON AND DAUGHTER ABOUT SEX.

   FATHER CAN TALK TO BOTH DAUGHTER AND SON ABOUT SEX.

   A. YES B. NO

5. AS A PARENT YOU KNOW A LOT TO TELL YOUR CHILD ABOUT SEX.

   AS A PARENT YOU DON'T KNOW A LOT TO TELL YOUR CHILD ABOUT SEX.

   A. YES B. NO

6. THE PARENT WILL TELL THE CHILD WHEN THE CHILD ASKS ABOUT SEX.

   WHEN THE CHILD ASKS ABOUT SEX, THE PARENT WILL TELL HIM OR HER.

   A. YES B. NO

QUESTIONS (?) CHILDREN WILL ASK. WRITE ABOUT EACH QUESTION (?).

EARLY AGES:

1. HOW DID I GET INSIDE MUMMY?

   _____

   _____

2. WHY DO YOU HAVE A BREAST AND I DON'T?

   _____

   _____

3. WHERE DOES A BABY COME FROM?

   _____

   _____

4. DOES INTERCOURSE HURT?

   _____

   _____

5. HOW DO BABIES GET OUT?

   _____

   _____

6. WHAT IS A TAMPON FOR?

_____

_____

MIDDLE AGES:

1. HOW DOES A BABY STAY ALIVE INSIDE THE MOTHER?

_____

_____

2. DO BOYS HAVE PERIODS?

_____

_____

3. DO GIRLS HAVE WET DREAMS?

_____

_____

4. WHEN WILL I GROW LIKE MY FRIENDS?

_____

_____

5. WHAT IS A WET DREAM?

_____

_____

6. WHY DO KIDS SAY "DIRTY" WORDS?

_____

_____

TEENAGERS:

1. IS IT ALRIGHT TO MASTURBATE?

2. WHAT IS A HOMOSEXUAL?

3. HOW CAN YOU TELL IF YOU HAVE V.D.?

4. IS THE PILL SAFE?

5. HOW CAN I SAY "NO"?

6. HOW CAN I TELL IF I AM PREGNANT?

7. WHERE CAN I GET AN ABORTION?

8. HOW CAN I TELL IF I AM IN LOVE?

TALK ABOUT THESE QUESTIONS (?).

Everything that grows changes!

SEX EDUCATION LETS CHILDREN KNOW HOW THEY GROW.

TALK ABOUT SEX EDUCATION WITH YOUR CHILD.

KNOW WHAT TO SAY TO A QUESTION ABOUT SEX.

YOU MAY WANT TO TALK WITH ONE OR TWO OTHER PEOPLE IN THE CLASS ABOUT THESE QUESTIONS.

1. MY DAUGHTER KNOWS THAT I DON'T WANT HER TO HAVE SEX. DO I GIVE HER THE PILL?

   _____WHY? _____

2. MY DAUGHTER FIGHTS WITH HER BOYFRIEND. CAN IT BE LOVE?

   _____WHY?_____

3. MY SMALL CHILD IS "PLAYING DOCTOR." IS THIS O.K.?

   _____WHY? _____

4. MY SON IS HAVING SEX WITH HIS GIRLFRIEND. WHAT DO I SAY TO HIM?

   _____WHY? _____

5. MY SMALL DAUGHTER IS SAYING DIRTY WORDS. WHAT DO I SAY TO HER?

   _____WHY? _____

MOTHER AND FATHER NEED TO BE ALONE.

THINGS TO REMEMBER

SEX EDUCATION IS TELLING HOW YOU GROW. AS YOU GROW, PARTS OF THE BODY GROW. CHILDREN WILL ASK QUESTIONS ABOUT HOW THEY GROW. PARENTS CAN HELP CHILDREN TO KNOW MORE ABOUT HOW THEY GROW BY TALKING WITH THEM. WHAT THEY DON'T KNOW CAN HURT THEM.

THINGS TO DO AT HOME

BUY SOME BOOKS TO HELP YOUR CHILDREN KNOW ABOUT SEX EDUCATION.

IF YOUR CHILDREN ASK QUESTIONS, TELL THEM WHAT THEY WANT TO KNOW.

A FAMILY AFFAIR

A PLAN FOR CHANGE

1. I PLAN TO CHANGE _____

_____

2. I FOUND IT HARD TO KNOW THAT I _____

_____

3. I LEARNED THAT I _____

_____

4. I KNOW THAT I _____

_____

5. OTHER THINGS I WILL OR WILL NOT DO:

_____

_____

_____

_____

_____

_____

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